Healthy Youth Survey Fact Sheets

Unintentional Injury for Cedar Valley Community School (Edmonds School District)

Year: 2002     Grade: 6     Gender: Both     Ethnicity:

Highlights
- Unintentional injury is the leading cause of death among youth.
- Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket.
- Motor vehicle crashes are the most common type of injury death among youth.

Unintentional injury is the leading cause of death among youth. Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket. Motor vehicle crashes are the most common type of injury death among youth.

In 2002, 33% of 6th grade students in our school rode with a drinking driver in the past month.

From 2000 to 2002, change in riding with a drinking driver could not be assessed.

For More Information
Most unintentional injuries are not accidents because they can be prevented. Alcohol and other substances impair one's judgment and may contribute to the likelihood of many injuries and even death. For more information and resources, visit the Washington State Injury and Violence Prevention Website at: http://www.doh.wa.gov/hsqa/emstrauma/injury/

* indicates a significant change (Wald X^2, p<.05)
** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

Missing Codes:  S = result suppressed due to insufficient reporting from students or schools;  N/P = location did not participate in the survey this year;  N/G = grade not available;  N/S = question was not surveyed this year;  N/A = question was not asked of this grade;  NB/G = this gender was not at this location

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Healthy Youth Survey Fact Sheets

Unintentional Injury for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 8  Gender: Both  Ethnicity:

Highlights
- Unintentional injury is the leading cause of death among youth.
- Unintentional injuries are caused by behaviors such as not wearing a seatbelt, riding a bike or motorcycle without a helmet, drinking and driving, riding with a drunk driver and not wearing a life jacket.
- Motor vehicle crashes are the most common type of injury death among youth.

In 2002, 45% of 8th grade students in our school rode with a drinking driver in the past month.

From 2000 to 2002, change in riding with a drinking driver could not be assessed.

For More Information
Most unintentional injuries are not accidents because they can be prevented. Alcohol and other substances impair one's judgment and may contribute to the likelihood of many injuries and even death. For more information and resources, visit the Washington State Injury and Violence Prevention Website at: http://www.doh.wa.gov/hsqa/emstrauma/injury/

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Report generated at www.AskHYS.net
Healthy Youth Survey Fact Sheets

Violent Behaviors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 6  Gender: Both  Ethnicity:

Highlights
- The federal Gun Free Schools Act requires the expulsion of students who bring firearms to school (SED. 4141) and Washington Law requires a one year expulsion for possession of firearms or dangerous weapons on school campuses. (RCW 28A.600.420 / RCW 9.41.280)
- Schools in Washington are required to have a comprehensive school safety plan that includes prevention, intervention, all-hazards/crisis response and post crisis recovery. (RCW 28A.320.125)

For More Information
Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

For More Information about school safety, visit the OSPI-sponsored Safety Center Website at: http://www.K12.wa.us/safetycenter/

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Violence and Academic Failure Trends
Grade 6

<table>
<thead>
<tr>
<th>Year</th>
<th>In a physical fight at school</th>
<th>Academic failure</th>
<th>Carried a weapon at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>N/A</td>
<td>37% ± 18% (30)</td>
<td>13% ± 12% (31)</td>
</tr>
<tr>
<td>2004</td>
<td>N/A</td>
<td>36% ± 15% (44)</td>
<td>8% ± 8% (48)</td>
</tr>
<tr>
<td>2006</td>
<td>N/A</td>
<td>56% ± 18% (34)</td>
<td>N/A</td>
</tr>
<tr>
<td>2008</td>
<td>N/S</td>
<td>52% ± 15% (48)</td>
<td>10% ± 8% (51)</td>
</tr>
<tr>
<td>2010</td>
<td>N/P</td>
<td>N/A</td>
<td>N/P</td>
</tr>
</tbody>
</table>

* indicates a significant change (Wald X²; p<.05)
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Healthy Youth Survey Fact Sheets

Violent Behaviors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 8  Gender: Both  Ethnicity: 

Highlights

- The federal Gun Free Schools Act requires the expulsion of students who bring firearms to school (SED. 4141) and Washington Law requires a one year expulsion for possession of firearms or dangerous weapons on school campuses. (RCW 28A.600.420 / RCW 9.41.280)
- Schools in Washington are required to have a comprehensive school safety plan that includes prevention, intervention, all-hazards/crisis response and post crisis recovery. (RCW 28A.320.125)

Violence and Academic Failure Trends

Grade 8

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In a physical fight at school</td>
<td>25% ± 27% (12)</td>
<td>S</td>
<td>33% ± 31% (12)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Academic failure</td>
<td>40% ± 28% (15)</td>
<td>S</td>
<td>42% ± 33% (12)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Carried a weapon at school</td>
<td>7% ± 9% (28)</td>
<td>N/A</td>
<td>12% ± 13% (25)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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Report generated at www.AskHYS.net

School safety requires the commitment of staff, students, parents and the community. Researchers have identified best practice programs that can address negative student behaviors and build positive school culture.

For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

For More Information about school safety, visit the OSPI-sponsored Safety Center Website at: http://www.K12.wa.us/safetycenter/
Healthy Youth Survey Fact Sheets
Harassment, Intimidation, and Bullying for Cedar Valley Community School (Edmonds School District)

Year: 2002     Grade: 6     Gender: Both     Ethnicity:

Highlights

- Washington State Law (RCW 28A.300.285) requires all school districts to adopt a policy that prohibits harassment, intimidation, and bullying (HIB).
- The legislation also requires the Office of Superintendent of Public Instruction (OSPI) to publish a model policy at the following website: http://www.k12.wa.us/Safetycenter/LawEnforcement/StudentDiscipline.aspx

Bullying and Academic Failure Trends
Grade 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Bullied in past month</th>
<th>Academic failure</th>
<th>Feel safe at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>38% ± 19%</td>
<td>37% ± 18%</td>
<td>76% ± 15%</td>
</tr>
<tr>
<td>2004</td>
<td>53% ± 15%</td>
<td>36% ± 15%</td>
<td>83% ± 11%</td>
</tr>
<tr>
<td>2006</td>
<td>29% ± 15%</td>
<td>56% ± 18%</td>
<td>81% ± 14%</td>
</tr>
<tr>
<td>2008</td>
<td>40% ± 14%</td>
<td>52% ± 15%</td>
<td>80% ± 11%</td>
</tr>
<tr>
<td>2010</td>
<td>N/P</td>
<td>N/P</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

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Report generated at www.AskHYS.net

For More Information
Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

Highlights
- Washington State Law (RCW 28A.300.285) requires all school districts to adopt a policy that prohibits harassment, intimidation, and bullying (HIB).
- The legislation also requires the Office of Superintendent of Public Instruction (OSPI) to publish a model policy at the following website: http://www.k12.wa.us/Safetycenter/LawEnforcement/Student Discipline.aspx

2002 Basis for Harassment at School
Grade 8

Bullied in Past Month
Compared to the State, All Grades, 2002

Bullying is defined as a student, or group of students, saying or doing nasty or unpleasant things to another student. It is also bullying when a student is teased repeatedly in a way he or she doesn’t like.

Bullying and Academic Failure Trends
Grade 8

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullied in past month</td>
<td>43% ± 20% (28)</td>
<td>25% ± 24% (16)</td>
<td>40% ± 21% (25)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Academic failure</td>
<td>40% ± 28% (15)</td>
<td>S</td>
<td>42% ± 33% (12)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Feel safe at school</td>
<td>89% ± 11% (28)</td>
<td>81% ± 20% (16)</td>
<td>72% ± 19% (25)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
</tbody>
</table>

Prevalence **

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Report generated at www.AskHYS.net

For More Information
Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful.

### Healthy Youth Survey Fact Sheets

**Community Risk Factors for Cedar Valley Community School (Edmonds School District)**

**Year:** 2002  |  **Grade:** 6  |  **Gender:** Both  |  **Ethnicity:** Noteworthy

#### Noteworthy
- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The more risk factors a youth is exposed to, the more likely it is that she or he will engage in problem behaviors.

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#### 2002 Community Risk Factor Scales, % at Risk

**Grade 6**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro drug-use laws and norms</td>
<td>45% ± 18% (33)</td>
<td>49% ± 15% (47)</td>
<td>32% ± 17% (34)</td>
<td>37% ± 14% (51)</td>
<td>N/P</td>
</tr>
<tr>
<td>Availability of drugs</td>
<td>32% ± 17% (31)</td>
<td>23% ± 13% (44)</td>
<td>28% ± 16% (32)</td>
<td>24% ± 12% (51)</td>
<td>N/P</td>
</tr>
<tr>
<td>Availability of handguns</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/S</td>
<td>N/P</td>
</tr>
<tr>
<td>Low neighborhood attachment</td>
<td>N/A</td>
<td>N/S</td>
<td>N/A</td>
<td>N/S</td>
<td>N/P</td>
</tr>
</tbody>
</table>

---

#### From 2000 to 2002, change in the perceived availability of drugs could not be assessed.

#### For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.


---

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Report generated at [www.AskHYS.net](http://www.AskHYS.net)
Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors. The more risk factors a youth is exposed to, the more likely it is that she or he will engage in problem behaviors.

In 2002, 50% of 8th grade students in our school thought laws and norms favor drug use. From 2000 to 2002, change in the perceived availability of drugs could not be assessed.

For More Information
Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

Prevention professionals should see http://captus.samhsa.gov/western.

For non-State resources, parents can go to www.drugfree.org.
Prevention professionals should see http://captus.samhsa.gov/western.

Report generated at www.AskHYS.net
Noteworthy

- Kids living in high-risk environments can be protected from problem behaviors by positive relationships with adults who care about their healthy development.
- Providing opportunities for involvement in positive and healthy activities help communities promote youth development.

Prevalence **

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewards for Social Community Involvement</td>
<td>44% ± 27% (16)</td>
<td>S</td>
<td>58% ± 33% (12)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Opportunities for Social Community Involvement</td>
<td>40% ± 28% (15)</td>
<td>S</td>
<td>85% ± 19% (13)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to www.drugfree.org.

Prevention professionals should see http://captus.samhsa.gov/western.
### Healthy Youth Survey Fact Sheets

**School Risk Factors for Cedar Valley Community School (Edmonds School District)**

**Year:** 2002 **Grade:** 6 **Gender:** Both **Ethnicity:**

**Highlights**
- Research has identified a unique set of risk factors that put youth at risk for problems, such as substance use and school drop out.
- Youth who get poor grades, have friends who smoke, experience family conflict, and live in neighborhoods that are disorganized are at greater risk for negative youth behaviors.

#### 2002 Elements of School Risk

**Grade 6**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor grades</td>
<td>19%</td>
<td>9%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School not meaningful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut school in last month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Risk Factors and Alcohol Use Trends**

**Grade 6**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current alcohol use</td>
<td>3% ± 5% (31)</td>
<td>10% ± 9% (48)</td>
<td>3% ± 5% (33)</td>
<td>2% ± 3% (50)</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic failure</td>
<td>37% ± 18% (30)</td>
<td>36% ± 15% (44)</td>
<td>56% ± 18% (34)</td>
<td>52% ± 15% (48)</td>
<td>N/A</td>
</tr>
<tr>
<td>Low commitment to school</td>
<td>55% ± 19% (31)</td>
<td>40% ± 15% (43)</td>
<td>46% ± 17% (35)</td>
<td>35% ± 13% (52)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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Healthy Youth Survey Fact Sheets

School Risk Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 8  Gender: Both  Ethnicity:

Highlights
- Research has identified a unique set of risk factors that put youth at risk for problems, such as substance use and school drop out.
- Youth who get poor grades, have friends who smoke, experience family conflict, and live in neighborhoods that are disorganized are at greater risk for negative youth behaviors.

For More Information
Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can decrease risk factors and build positive school cultures.

For More Information about school risk factors, visit the website http://captus.samhsa.gov/western

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Report generated at www.AskHYS.net
Highlights

- Research has identified a unique set of protective factors that buffer youth from problems such as substance use and school dropout.
- Youth who are involved in positive school activities, have well-developed social skills, are attached to their families, and live in neighborhoods that invite positive participation are at less risk for negative youth behaviors.

**Prevalence**

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current alcohol use</td>
<td>3% ± 5% (31)</td>
<td>10% ± 9% (48)</td>
<td>3% ± 5% (33)</td>
<td>2% ± 3% (50)</td>
<td>N/P</td>
</tr>
<tr>
<td>Opportunities for school involvement</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/S</td>
<td>N/P</td>
</tr>
<tr>
<td>Rewards for school involvement</td>
<td>39% ± 18% (31)</td>
<td>65% ± 14% (48) *</td>
<td>57% ± 17% (35)</td>
<td>48% ± 14% (52)</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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For More Information

Supportive learning environments are essential for student academic achievement. Students need safe, nurturing, healthy, and civil schools in order to be successful. Researchers have identified best practice support programs that, when implemented with fidelity in schools and classrooms, can increase protective factors and build supportive school cultures.

For More Information about school protective factors, visit the website [http://captus.samhsa.gov/western](http://captus.samhsa.gov/western)
Healthy Youth Survey Fact Sheets

School Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 8  Gender: Both  Ethnicity:

Highlights
- Research has identified a unique set of protective factors that buffer youth from problems such as substance use and school drop out.
- Youth who are involved in positive school activities, have well developed social skills, are attached to their families, and live in neighborhoods that invite positive participation are at less risk for negative youth behaviors.

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Prevalence **

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<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current alcohol use</td>
<td>18% ± 15%</td>
<td>25% ± 24%</td>
<td>16% ± 15%</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Opportunities for school involvement</td>
<td>81% ± 20%</td>
<td>S</td>
<td>54% ± 31%</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Rewards for school involvement</td>
<td>75% ± 24%</td>
<td>S</td>
<td>58% ± 33%</td>
<td>N/G</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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Report generated at [www.AskHYS.net](http://www.AskHYS.net)
Healthy Youth Survey Fact Sheets

Peer-Individual Risk Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 6  Gender: Both  Ethnicity: 

Highlights

- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The attitudes kids have about drug use strongly influence the likelihood they will use drugs. Families and communities should model healthy attitudes and choices.

### Peer-Individual Risk Factor Trends, % at Risk

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Perceived risk of drug use</th>
<th>Attitudes favor drug use</th>
<th>Friends use drugs</th>
<th>Intentions to use drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>44% ± 21% (25)</td>
<td>48% ± 19% (29)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2004</td>
<td>38% ± 16% (40)</td>
<td>30% ± 14% (46)</td>
<td>N/A</td>
<td>N/S</td>
</tr>
<tr>
<td>2006</td>
<td>41% ± 20% (27)</td>
<td>30% ± 17% (30)</td>
<td>N/A</td>
<td>N/S</td>
</tr>
<tr>
<td>2008</td>
<td>49% ± 15% (47)</td>
<td>14% ± 10% (50)</td>
<td>N/A</td>
<td>N/P</td>
</tr>
<tr>
<td>2010</td>
<td>N/P</td>
<td>N/P</td>
<td>N/P</td>
<td>N/P</td>
</tr>
</tbody>
</table>

* indicates a significant change (Wald $X^2$, p<.05)

** Prevalence is displayed as the estimated percentage ± 95% confidence interval, with the number of respondents to this question in parentheses.

Missing Codes:  S = result suppressed due to insufficient reporting from students or schools;  N/P = location did not participate in the survey this year;  N/G = grade not available;  N/S = question was not surveyed this year;  N/A = question was not asked of this grade;  NB/G = this gender was not at this location

Report generated at www.AskHYS.net

For More Information

Parents, schools, kids, and communities can work together to keep youth safe. To see how State and local partners are addressing these issues, see listings on the AskHYS homepage. For free guides on preventing alcohol and other drug use, call Washington State Alcohol/Drug Information Clearinghouse: 1-800-662-9111.

For non-State resources, parents can go to www.drugfree.org.

Prevention professionals should see http://captus.samhsa.gov/western.
Highlights
- Research shows that the risk factors measured by the Healthy Youth Survey are linked to adolescent substance use, delinquency, violence, school dropout, and other risky health behaviors.
- The attitudes kids have about drug use strongly influence the likelihood they will use drugs. Families and communities should model healthy attitudes and choices.

In 2002, 25% of 8th grade students in our school were at risk for favorable attitudes towards drugs.

From 2000 to 2002, change in the perceived risk of drug use could not be assessed.

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Healthy Youth Survey Fact Sheets

Peer-Individual Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 6  Gender: Both  Ethnicity:

**Highlights**
- Kids are strongly influenced by their peers. Parents need to know who their children's friends are, where they are and what they are doing.
- Kids who have the skills and opportunities to be involved in pro-social activities are less likely to engage in risky behavior.

---

### 2002 Peer-Individual Protective Factor Scales, % Protected

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>8th</th>
<th>10th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosocial peer interaction</td>
<td>N/S</td>
<td>N/A</td>
<td>N/S</td>
<td>N/A</td>
</tr>
<tr>
<td>Belief in a moral order</td>
<td>N/S</td>
<td>N/A</td>
<td>N/S</td>
<td>N/A</td>
</tr>
<tr>
<td>Prosocial involvement</td>
<td>N/S</td>
<td>N/A</td>
<td>N/S</td>
<td>N/A</td>
</tr>
<tr>
<td>Social skills</td>
<td>N/S</td>
<td>N/A</td>
<td>N/G</td>
<td>N/G</td>
</tr>
</tbody>
</table>

**From 2000 to 2002, change in social skills could not be assessed.**

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### Peer-Individual Protective Factor Trends, % Protected

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosocial peer interaction</td>
<td>N/S</td>
<td>45% ± 15% (47)</td>
<td>21% ± 14% (34) *</td>
<td>30% ± 13% (50)</td>
<td>N/P</td>
</tr>
<tr>
<td>Belief in a moral order</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/S</td>
<td>N/P</td>
</tr>
<tr>
<td>Prosocial involvement</td>
<td>N/S</td>
<td>50% ± 15% (48)</td>
<td>30% ± 17% (33)</td>
<td>52% ± 14% (50) *</td>
<td>N/P</td>
</tr>
<tr>
<td>Social skills</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/S</td>
<td>N/P</td>
</tr>
</tbody>
</table>

---

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Report generated at [www.AskHYS.net](http://www.AskHYS.net)
Healthy Youth Survey Fact Sheets

Peer-Individual Protective Factors for Cedar Valley Community School (Edmonds School District)

Year: 2002  Grade: 8  Gender: Both  Ethnicity:

**Highlights**
- Kids are strongly influenced by their peers. Parents need to know who their children's friends are, where they are and what they are doing.
- Kids who have the skills and opportunities to be involved in pro-social activities are less likely to engage in risky behavior.

**2002 Peer-Individual Protective Factor Scales, % Protected**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosocial peer interaction</td>
<td>N/S</td>
<td>S</td>
<td>31% ± 29% (13)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Belief in a moral order</td>
<td>81% ± 20% (16)</td>
<td>S</td>
<td>46% ± 31% (13)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Prosocial involvement</td>
<td>N/S</td>
<td>S</td>
<td>69% ± 29% (13)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
<tr>
<td>Social skills</td>
<td>88% ± 15% (16)</td>
<td>S</td>
<td>62% ± 31% (13)</td>
<td>N/G</td>
<td>N/P</td>
</tr>
</tbody>
</table>

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